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ABSTRACT

The Creative Learning Center, funded under the Emergency School Assistance Program, addressed three problems related to the Dallas school district's 1971-72 desegregation plan: (1) lack of opportunity for racial mixing; (2) racial stereotyping; (3) preconceived ideas causing suspicion and hostility when races do mix. The Center was a model of how high-quality racially-integrated education can be used to change racial attitudes of people in the community and to promote racial understanding and cooperation among different racial groups. Attitudes toward the different races were changed, and racial awareness was fostered through the following activities implemented in the program: film of the school shown to community, community visiting the Center, parent group meetings, staff home visits, parents' visits to the Center, the affective program--with parents, students and staff, and educational component--that involved detailed studies of the four racial groups at the Center, and conferences held with professionals about the emotional needs of the children. Over 6,000 people were reached by the film and approximately 200 people were involved in other activities of the program. Visitors could observe skillful minority teachers working cooperatively with nonminority teachers. (Author/JM)

ED 091482

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

ESTIMATED REQUIREMENTS AND REPORT OF DISBURSEMENT OF FEDERAL CASH

FORM APPROVED
O.M.B. NO. 51-R0621

1. REPORT PERIOD ENDING: January 31, 1973

2. CONTRACT OR GRANT NUMBER: OEG-6-72-0073

NOTE: Read instructions on reverse before completing this form.
Submit in duplicate to the address shown in the contract or grant.

3. NAME OF PROGRAM *(as it appears on the U.S. Office of Education contract or grant award document)*

ESAP Community Groups

4A. NAME OF CONTRACTOR OR GRANTEE	4B. ADDRESS OF CONTRACTOR OR GRANTEE
Creative Learning Center	1616 E. Illinois Dallas, Texas 75216

ESTIMATED CASH REQUIREMENTS		REPORT OF DISBURSEMENTS	
5. DATE ESTIMATED CASH IS NEEDED *(month and day)*	6. ESTIMATED AMOUNT REQUIRED	DISBURSEMENT ITEMS	AMOUNT OF DISBURSEMENTS
	$	7. DISBURSEMENTS OF FEDERAL CASH PREVIOUSLY REPORTED	$ 44,234.30
		8. DISBURSEMENTS OF FEDERAL CASH CURRENT PERIOD	$ 5,913.10
		9. FEDERAL CASH ON HAND AT END OF CURRENT PERIOD	$ -0-
-0- TOTAL	$ -0-	10. FEDERAL CASH ACCOUNTED FOR TOTAL	$ 50,147.40

11. REMARKS

No Remarks

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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UD 014251

12. SUBMITTED BY *(Type or print name and title)*: Shirley Savannah, Program Coordinator

13A. SIGNATURE OF REPORTING OFFICIAL	13B. TYPE NAME OF REPORTING OFFICIAL	14. DATE SIGNED
Bess M. Tittle	Bess M. Tittle	2/28/73

OE FORM 5140, 5/71 REPLACES OE FORMS 5140, 2/67 AND 5141, 8/69, WHICH ARE OBSOLETE.

ITEM DESCRIPTION	ORIGINALLY APPROVED BUDGET	MOST RECENTLY APPROVED BUDGET	TOTAL EXPENDITURES	UNEXPENDED BALANCE
Employee Salaries, Services and benefits	$22,312.00	$26,820.40	$26,820.40	-0-
Travel	500.00	932.00	932.00	-0-
Office Supplies and Materials	500.00	500.00	500.00	-0-
Rental and Utilities	360.00	435.00	435.00	-0-
Equipment Rental	275.00	264.25	264.25	-0-
Equipment Purchase:				
Portable Video Camera	800.00	854.00	854.00	-0-
Video Tape	384.00	384.00	384.00	-0-
Typewriter, Projector, office furniture, file cabinet	1,058.00	1,058.75	1,058.75	-0-
Fee to Parents for Music Circle	800.00	800.00	800.00	-0-
Music Circle Training for Teachers	320.00	320.00	320.00	-0-
Music and Books	300.00	375.00	375.00	-0-
Art	250.00	325.00	325.00	-0-
Film of School	15,000.00	14,000.00	14,000.00	-0-
2 Prints of Film	341.00	294.00	294.00	-0-
Newspaper Ads	125.00	125.00	125.00	-0-
School Brochure, Questionnaires, Printing	250.00	230.00	230.00	-0-
Printing of Final Report	700.00	700.00	700.00	-0-
Telephone	335.00	435.00	435.00	-0-
Postage	240.00	280.00	280.00	-0-
TOTAL	$45,147.00	$50,147.40	$50,147.40	-0-

Equipment Items	Cost	Date Purchased	Serial Number	Location of Property	Condition of Equipment
Office Chairs (3)	$111.75	1/3/71		Office	Used
Office File (1)	49.00	1/7/71		Office	Good-Used
Prints of Film (3)	294.00			Office	Good-Used
Typewriter (Olivetti) (1)	239.00	1/14/71	5230694	Sec'y Office	Good-Used
Projector (6MM Bell & Howell)	659.00	4/25/72	2067014	Sec'y Office	Good-Used
Video Tapes (12)	330.00	12/5/72		Sec'y Office	Good-Used
Video Camers (1)	854.00	1/11/72	29789	Sec'y Office	Good-Used
(4) One-Way Observation Windows	655.00	1/31/72		Classrooms	Good-Used
(4) Classroom Speakers	360.00	1/14/72		Classrooms	Good-Used

** Video Camers, Video Tapes: These items will continue to be used with the parents and children to film various activities occurring at the Center. The taped activities will be made available to staffs of other Centers, the Dallas Independent School District and community people who are interested in making use of methods presently at the Center.

** Projector, Prints of Film: Requests for the film continue to come into the school, both in and out of state. The projector will make it easier for someone on the staff to take the film to different places for viewing. Also the staff is making use of the projector to show films to the children and as part of staff development.

** Typewriter, Office File, Office Chairs: These items are necessary for use when receiving visitors to the Center. Materials, reports, activities will remain on file at the Center for further program implementation for the Center. These materials will also be available to anyone in the community who is interested in how we organized the activities.

I. ABSTRACT

The Creative Learning Center received an ESAP grant of $50,147.40 for November 1971 - January 1973. The Center is located in South Oak Cliff at 1616 East Illinois in Dallas. The Center was used as a model of high quality racially integrated education, to change racial attitudes of people in the community and to promote racial understanding and cooperation among the different racial groups. Attitudes toward the different races were changed and racial awareness was fostered through these activities implemented in the program: film of the school shown to community, community visiting the Center, parent group meetings, staff home visits, parents visits to the Center, the affective program - "Magic Circle", with parents, students and staff and educational component that involved detailed studies of the four racial groups at the Center, and conferences held with professionals about the emotional needs of the children. Over 6,000 people were reached by the film and approximately 200 people were involved in other activities of the program.

II. GOALS AND OBJECTIVES

The Creative Learning Center ESAP proposal focused on a three-facet problem related to the Dallas school district's 1971-72 desegregation plan: (1) Lack of opportunity for racial mixing, (2) racial stereotyping, (3) preconceived ideas causing suspicion and hostility when races do mix. As a primary goal, the Creative Learning Center was to be used as a model of high quality, racially-integrated education for the community in order to help change racial attitudes. Objectives were to demonstrate to visitors that children at the Center had no innate sense of racial differences, were physically and emotionally unaffected by busing, were not harmed but gained academically by socio-economical mixing, and learned quickly and easily from each other. Visitors could observe skillful minority teachers working cooperatively with non-minority teachers. A secondary goal was the promotion of cultural awareness among the staff and parents at the Center. Objectives were to demonstrate to parents the benefits of interracial cooperation, racial understanding, racially-mixed education for their children and to dispel racial myths and encourage racial awareness. The staff would gain better understanding of the child through racial awareness of his home background. The third goal was to foster in an educational component positive racial attitudes for children and staff at the Center. Objectives were for staff and children to gain racial understanding and learn to voice racial feelings. Teachers would demonstrate understanding of how his culture affects the child's behavior. Finally the school would serve as a demonstration center for the DISD faculty and administration, hopefully producing attitude changes.

III. ACTIVITIES IMPLEMENTED

A. Public Information Program 70%

Cultural Awareness Program 30%

Cultural Awareness for parents - (10%)

Educational component for cultural awareness for staff and students - (20%)

TOTAL 100%

B. The Public Information Program:

The film "This Is The Place Where Miracles Happen" was produced by Keitz and Herndon with the assistance of the program coordinator and director of the Center. The film was completed in January, 1972. It involved the total enrollment at Creative Learning Center of fifty racially-mixed students, ages 2-8; thirty-six families of children at the Center, and ten Creative Learning Center staff members. The film was produced mainly at the school in the classrooms; other film was shot in the homes with the parents and on the bus ride the children take daily. Parents were interviewed for the film at the December 1971 Christmas workshop. The film purports to show viewers that desegregation can be a positive force for children, parents and staff and can have positive effects on the community. It aimed directly at changing people's attitudes about the different races in order to alleviate some of the fears of parents in the Dallas community toward the whole idea of integration and busing. Efforts were made in January 1972 to recruit volunteers for a speaker's bureau for film showings. Parents, the Director of Social Services at CLC, the Director of the Center, the Program Coordinator and CLC teachers were able to fulfill this function without the use of volunteers who were generally unavailable when needed.

Observation windows and speakers were installed January 1972 in all classrooms at the school. Approximately one thousand visitors came to the school to observe the activities in the classrooms during the project period. The visitors were people who had viewed the film, who had heard about the school through publicity or through other visitors, and the usual variety of people who have visited the Center every year from the community and from throughout the country and from othercountries. One hundred of these visitors were selected randomly to complete pre-and post- attitude questionnaires, prepared by the Research Director. The Program Coordinator and Director of the CLC oriented visitors and answered questions after the observation period.

Cultural Awareness Program:

Two racially-mixed groups of approximately eighteen parents in

each group met monthly under the direction of the Director of Social Services and the Family Contract Worker during the period of November 1971 through November 1972. Parent meetings for social and educational purposes were held in the homes. Parent workshops during the project period used a variety of community experts. During December 1971 a Christmas workshop was held to explain the ESAP grant and obtain comments on the Center's film; a behavior modification workshop with Dr. Frank Ohlen was held in June 1972; all parents took part in a fund raising project for the school March 1972; a valuing workshop conducted by William Slick was held in May 1972; the Christmas 1972 program was held as a culmination of the four culture weeks; in January 1973 a buffet supper was held for all parents and their guests and members of the CLC staff. In November 1972 the two parent groups merged into one group and elected a leader. All parent meetings focused on developing racial cooperation and understanding.

The Supervising Teacher and staff members unfamiliar with the cultural backgrounds of families visited all of the homes during the project period in order to become aware of racial and cultural differences to gain better understanding of the child.

Parents were encouraged to visit the school and view their children through the observation windows during the year. Parents rode to the school on the bus with the children or were brought to the Center by the Social Worker. Those parents who were unable to come to the school during hours were able to view activities on video tape at parent group meetings. All parents have seen the children at work or in person or on video tape. All CLC staff was involved in regular parent-teacher conferences. The Social Worker and Family Contact Worker set up other conferences for emergencies with food, medical care, housing, and family problems as needed.

An educational component was set up at the CLC in March 1972 - January 1973 to dramatize aspects of cultural identification as a means of creating positive racial attitudes among the fifteen staff members and fifty students at the CLC. Parents, students and staff were engaged in activities involving field trips, art, drama, music and song, dancing, foods, of the four ethnic groups.

One purpose was to demonstrate to observers how all children gain from exposure to cultures different from their own and each student gains from knowledge of his own culture. The Program Coordinator and Social Worker were primarily involved with the teaching staff in planning these activities and contacting community resource people.

In November 1971 the Program Coordinator and Social Worker were trained in techniques of the "Magic Circle" - a structured sequential program designed to develop self awareness. Participants learned a vocabulary for their emotions, listening skills, how people are similar to each other and how they are different. From February 1972 through January 1973 parents met two Sundays each month for "Magic Circle". Each session lasted twenty minutes though frequently meetings lasted from two to three hours because the parents used this time to socialize with each other. Meetings were held at the Center and in homes with as many as eighteen parents present at each session. The Director of Social Services led the group with the Family Contact Worker and Program Coordinator present. At the first meeting in February attitude questionnaires were administered to the group and again in December 1972 to evaluate one effect of the "Magic Circle". "Magic Circle" topics included discussions on feelings about different racial groups, personal desires and ambitions, wishes for their children and problems they have with their children. Transportation was arranged in car pools and by the Family Contact Worker. The Program Coordinator video-taped sessions, showing the tapes to parents, students and staff. The CLC monthly newsletter and phone calls by the Family Contact Worker and Social Worker served to remind parents of the time and place of the "Magic Circle". Parents were given a fee of $2.00 per attended session. The last "Magic Circle" held January 28, 1973 at the school, parents decided to continue Magic Circle and selected one parent to be trained as a leader. Very few Chicano parents attended the "Magic Circle" sessions. We feel that if a Chicano had been trained in "Magic Circle" techniques the problem would have been alleviated.

Twenty-eight CLC students ages 4½ to 8 were involved in "Magic

Circle" at the school for twenty minutes daily. Each of the three "Magic Circle" groups were led by trained CLC staff members. The children were involved in these group sessions to learn a vocabulary for their emotions, how they differ from each other, and how they are alike, stressing positive cultural traits. The Program Coordinator was available to help with problems that the leaders had with their "circles". One minute segments of the "Magic Circle" sessions were taped for evaluation by a jury of professionals under the direction of the Research Director. The Research Director also taped some of the sessions. Taped sessions were shown to the children and the leader in order to show them how they were developing in the "Magic Circle" skills. These sessions were also shown to other CLC staff members to help them understand the children better. At their "Magic Circle", parents had the opportunity to view these tapes.

The Culture Weeks were set up to cover the four ethnic groups at the school - Black, Anglo, Chicano and American Indian. The Program Coordinator and Social Worker did preliminary planning before presenting activities to the staff. All children and CLC staff members were involved in carrying out the program. Each culture was defined through art, music, song, dancing, and foods. Field trips were geared not only to broadening experiences for the children in the community but to demonstrating those things in the community which related specifically to each culture. Parents participated in these weeks by bringing artifacts from their homes for display at the school and by preparing the foods of their culture. The activities from these weeks are available on video tape.

"Magic Circle" with ten staff members at CLC took place every Thursday in twenty minute sessions for the entire project year. The staff "Magic Circle" session was led by the Program Coordinator. The purpose of this activity was self awareness, better communication among the staff and, at the same time, emphasis of similarities and differences and encouragement of acceptance of those differences. Awareness gained was then related to their knowledge of the children.

Staff conferences held twice a month with a child psychiatrist (Dr. John Driggers) were used to treat specific emotional problems of

the children, with consideration of the child's racial and cultural background. The one way windows allowed the psychiatrist to observe the child's behavior. After the child was observed the psychiatrist scheduled a meeting with the staff, under the direction of the Social Worker, to relate specific activities to help the teacher work with the child. Behavior modification was one technique taught to the teachers. In all cases, the psychiatrist and the school's Social Worker worked with the parents and staff along with the child.

Although the film was shown to many DISD teachers, The Classroom Teachers Association, the School Board, contact with DISD Administration was at a minimum. Few visited the Center. Cooperation was difficult initially but increased somewhat during the project period.

IV. IMPACT UPON DESEGREGATION PROBLEMS

Activities undertaken under the Creative Learning Center ESAP were designed to assist the community in smoothing the course of desegregation through the demonstration of a high quality racially integrated program. From discussion after showing the film produced under the ESAP grant about the Center, a need was obvious for further education of the general public towards desegregation and how it would affect the education of their children. Indications were that people need to <u>see</u> successfully racially-integregated programs. Even after viewing the film, general reaction was that the Center was not really the way it was depicted on film nor did viewers find it believable that the children at the Center were as bright as they appeared nor the Creative Learning Center parents as open and receptive to the Center.

From the people who observed the actual operation at the Center, evaluation shows a significant change in racial attitudes. Through the ESAP activities, the greater exposure of the program at the Center to the public brought more requests for student enrollment, increased teacher applications, increased offers of volunteers and requests for consultation services to set up similar Centers. PTA and community groups who viewed the film discussed mainly better education for their children. One consistent reaction was a vocal re-examination of racial attitudes.

The ESAP cultural awareness activities for parents were effective in preparing CLC parents to deal with potential racial problems in public school through greater racial awareness and understanding. In the informal setting of "Magic Circle", social barriers were quickly broken, growth of self-confidence and self-awareness were evident, and interracial friendships were established. Positive attitude changes in parents prevented loss of progress in the children's positive attitude changes.

The ESAP educational component focused on cultural backgrounds and complimented DISD activities in these areas. As a result of the cultural studies, the CLC children gained respect for each other and positive attitudes about themselves. There was increased interest and participation of parents in activities at the Center. The cultural studies activity was effective in building self-esteem in students, staff and parents.

The evaluation of the "Magic Circle" program for children and staff indicates gains were made in ability to verbalize feelings, ability to solve problems through open discussion, the realization that positive human differences can be assets, and tolerance, understanding and respect are necessary for all men to live together harmoniously. Specific examples are available in written reports and video tapes on file at the Center.

An impact was made on those DISD teachers and administrative staff who viewed the operation of a successful racially-integregated program. There was interest in materials, techniques, and basic philosophy underlying the Center's operation. Few teachers and administratives from DISD visited the Center during the ESAP year.

Efforts to establish a working relationship with DISD in the CLC project were initially poorly received due to lack of communication. As communication was increased with the film being shown to more DISD groups, cooperation with DISD was well established. Although the PTA's are not officially associated with DISD, it is worthy of comment that the City Council of PTA's refused cooperation and DISD staff was unable to mediate the problem. The film was shown to Classroom Teachers Association, the School Board and Early Childhood staff but it was felt that lack of release time was responsible for a few of these people visiting the Center.

The schedule of cultural weeks:

Mexico and Me	March 6 - 10, 1972
Africa and Me	April 17 - 21, 1972
American Indian Week	August 21 - 25, 1972
American Heritage Week	November 13 - 17, 1972

RESOURCES:

Members of the community who participated in planning the Cultural Weeks:

Mexican Consul
El Fenix
Iris Grimaldo - CLC teacher
Frances Arredondo - Parent
Toni Martinez - Staff Member
Folkoricos Dancers
Dr. Van Smith - History Professor - UTA Professor
Rev. Odama Larty - Nigerian - Perkins School of Theology
Mary Lois Sweatt - Professional Dancer
Mira Phillips - Am-Ind. - American Indian Center
Mary Ahtone - Am-Ind. - American Indian Center
Rev. Lindy Walters - Indian United Methodist Church
Elsie Morgan, Beatrice Swimmer - CLC Parents
CLC Staff Members
ESAP Staff
Dallas Public Library - Community Education Department
Lancaster-Kiest Library
Students from SMU
All parents of students at CLC
Mrs. Pearl McNeil - Bishop College

V. COMMUNITY INVOLVEMENT

BOARD OF ADVISORS

NAME	RACE	ORGANIZATION REPRESENTED
Dr. Charles Hunter	Black	DISD & Bishop College
Joe Kirven	Black	Businessman
Allene Hardy	Black	N. Dallas Neighborhood Organizations DCAP
Willie Hucks	Black	Mental Health & Mental Retardation
Rev. Othal H. Lakey	Black	Ministerial Alliance
Ken Allen	Caucasian	Catholic Family Service
John Rudin	Caucasian	Boy Scouts
Mrs. Barbara Rush	Caucasian	Businesswoman
Edward Zalenski	Caucasian	Businessman
Mrs. Dan Glosser	Caucasian	Housewife
Mrs. Dan Scott	Mex-Am	Housewife
Mrs. Frances Arredondo	Mex-Am	DCAP Board of Directors
Roberto Gonzales	Mex-Am	Dallas Community Relations Education Committee
Raymond Capetello	Mex-Am	West Dallas Community Center
Mrs. M. F. Santos	Mex-Am	Businesswoman
Mrs. Chase Hardy	Am-Ind.	Housewife
Leroy Mason	Am-Ind.	Field Rep. OEO

Due to time limitation in preparing the proposal, the Advisory Committee was selected by CLC in order to give a broad representation from the population being served by the school.

Meetings with the Board of Advisors were held October 1971, November 1971, January 26, 1972, March 8, 1972 and September 1972. Copies of the ESAP evaluation report were mailed to all Board members September 8, 1972. Those Board members who are parents of children at CLC were given information of all ESAP activities through the monthly Newsletter.

The community was informed of the ESAP through local newspapers; Dallas Times Herald, Dallas Morning News, In Sepia, Church bulletins, PTS's film showings, and the Board of Advisors. The parents were

informed of projects in the monthly school newspaper and on the telephone. The Dallas Public Library Community Education Department had a continuous relationship with the Center in selecting and providing multi ethnic materials for the children and the staff for the cultural program. The Center was used for observation purposes throughout the year by the Dallas Independent School District and other agencies. Lancaster-Kiest Library also gave continuous cooperation by providing materials and working with the children within the library. SMU, Bishop College, TWU students have been involved in numerous activities involving different aspects of the Creative Learning Center program.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGIONAL OFFICE
1114 COMMERCE STREET
DALLAS, TEXAS 75202

OFFICE OF EDUCATION

September 13, 1972

Miss Shirley Savannah
ESAP Project Coordinator
Creative Learning Center
1616 East Illinois
Dallas, Texas 75216

Dear Miss Savannah:

My visit with you on September 8, 1972, was very enjoyable and informative. I was especially interested in viewing the film which has experienced much success in your program. I wish that every school system in the country had a copy. It would do much to demonstrate the extent to which multi-ethnic groups can work together in an educational setting.

May I address some of the items that we consider in our assessment

1. Objectives

Your program objectives are clearly understood and you have done an excellent job of obtaining them. The success you enjoy at this time is commendable. The film is especially effective.

2. Organization and Management

The extent to which you have organized and managed the program is worthy of commendation. Your ability to get people from different cultures to function as a unit is very noteworthy. You possess unique traits in leadership. The Magic Circle has proved to be very valuable.

3. Program Plan

You are fortunate to have the established school setting so that implementation of new and innovative programs is an easy task. The extent to which the children realize their self-worth is very noticeable. They feel that they are significant and they reflect this feeling in their work.

4. Resource Persons

Your program is ideal for using a variety of resource persons from many backgrounds and experiences. You are fortunate to have such a

wide variety of persons who are willing and able to make valuable contributions. You have used them well to demonstrate the various cultures represented in your school.

5. Finance

You have a good financial record-keeping system that is computerized, but your local system needs some improvements. You probably could get one book and label each component and then have a summary page for all of your expenditures. Such a system could be simple, yet adequate for your use.

6. Evaluation

You are able to assess the extent of your effectiveness by observing the achievement of your pupils. You can also ask parents to give their assessments of the program. The remarks which parents made in the film are good indicators as to what they think of the program. Some of them gave significant support of the thing you are trying to accomplish. You should strive to keep up the fine work.

I would like to reiterate how pleased I was to visit with you and to observe the excellent work being done. If I can be of additional assistance to you, please let me know.

Sincerely yours,

Joe E. Smith
Program Officer
ESAP/Community Groups

I. PARENT RESEARCH

During the first month of the project, parents who attended the parent meetings were asked to fill out a questionnaire (see appendix A) at the beginning of the first meeting that tapped some of their feelings about integration in general. Eight months later, parents who had attended at least one of the parent meetings were asked to fill out the same questionnaire. Due to the impossibility of knowing ahead of time who would attend the parent meetings, it was decided at the beginning of the research that comparison would be made only between those filling out the questionnaire at the start of the project and those filling it out at the end, with the only stipulation being that those who participated at the end had to have attended at least one parent meeting. In other words, the scores that are used were not change scores per se, but rather were attitude scores of a group of people: Time 1 consisting of parents who had not yet met with each other in the integrated setting provided by the project (because the first questionnaire was given before the first meeting had begun); Time 2 consisted of parents who had met with each other at least one time in suc. an integrated situation.

TABLE I - Data on Parent Questionnaires

How do you feel about people of other races:	Initial mean score	Final m.s.	P Value (1 tailed)
Living next door	1.29	1.19	N.S.
Eating in the same restaurant	1.29	1.09	N.S.
Sending their children to the same school	1.23	1.00	N.S.
Being close friends of yours	1.63	1.18	< .10
Teaching your child at school	1.35	1.09	< .10
Do your children:			
get a good education at an integrated school	1.18	1.18	N.S.
benefit from having teachers of other races	1.31	1.22	N.S.
benefit from being taken on a bus to school	1.92	1.70	N.S.

Data was tested using t-tests, to determine if a significant difference between the means existed. None of the 8 scales showed

significant differences at the $<.05$ level. At this $<.10$ level, two questions showed differences between the pre-meeting attitude and the post-meeting attitude, in the expected direction. After meeting with a multi-racial group, parents were more disposed to having people of other races living next door to them and being close friends of theirs. Of the remaining 6 scales, 5 were in the expected direction (by non-signigicant), and one was in the not-expected direction (also non-significant).

It should be pointed out that while these results are not strong results, they were achieved in the face of the fact that at the start of the study, the parents of children at the Creative Learning Center were already highly disposed toward integration. That is, that the initial scores tended to cluster toward the "acceptance" end of the scales. Therefore, the results that were obtained were gotten despite the statistical expectation of regression toward the mean. In short, a parent group that indicated that it was initially highly accepting of integration was even more accepting of integration after a time period during which several integrated meetings were held.

APPENDIX A

How do you feel about people of other races	Fully Accept	Mostly Accept	Partly Accept	Neutral	Partly Reject	Mostly Reject	Fully Reject
living next door to you?	/	/	/	/	/	/	/
eating in the same restaurant as you?	/	/	/	/	/	/	/
sending their children to the same school?	/	/	/	/	/	/	/
being close friends of yours?	/	/	/	/	/	/	/
teaching your child at school?	/	/	/	/	/	/	/

With regard to your children who attend the Creative Learning Center:

Do they	yes definitely	yes probably	yes somewhat	neutral	no somewhat	no probably	no definitely
get a good education at an integrated school?	/	/	/	/	/	/	/
benefit from having teachers of other races?	/	/	/	/	/	/	/
benefit from being taken on a bus to school?	/	/	/	/	/	/	/

II. VISITOR RESEARCH

For a period of several months beginning in January 1972 all visitors to the school were asked to fill out a questionnaire with 11 scales on it (see Appendix B) upon entering the building, and were then asked to fill out the questionnaire upon leaving. Some of the post-visit questionnaires were not filled out, so that at the end of three months, seventy-one pre-visit and fifty-seven post-visit forms had been collected. Visitors were assured of anonymity when given the questionnaire.

T-tests were run for pre-post comparison, on each of the eleven scales. As may be seen from the data, all comparisons showed results in the predicted direction (that is, a more favorable attitude toward integration after the visit to the school than at the start of the visit.

TABLE II

Results of Visitor's Questionnaires

How do you feel about people of other races:	Pre-Visit * Mean	Post-Visit Mean	t (1 tailed)	P
going to school with your children	1.29	1.17	.96	N.S.
living next door to you	1.60	1.49	.60	N.S.
teaching your child	1.48	1.26	1.41	<.10
eating in the same restaurant	1.15	1.14	.12	N.S.
rooming in your house	2.44	2.39	.17	N.S.
being bused to school with your children	1.93	1.72	.92	N.S.
staying in the same hotel	1.21	1.19	.18	N.S.
being close friends of yours	1.53	1.32	1.41	<.10
working next to you	1.17	1.14	.43	N.S.
going to your church	1.32	1.19	.95	N.S.
sending their children to the same school	1.34	1.11	1.94	<.05

*The smaller the mean scores, the more favorable toward integration.

We were faced with the problem that most visitors to the school were already pro-integration in the areas sampled. The fact that a visit to the school was able to produce even more favorable attitudes toward integration (that is, was able to avoid the expected regression toward the mean normally occurring when initial data is highly skewed) suggests that the trends shown here, even when not statistically significant, are meaningful. Even people highly positive toward integration could be moved to an even more positive opinion of it after a visit to the school.

APPENDIX B

How do you feel about people of other races	Fully Accept	Mostly Accept	Partly Accept	Neutral	Partly Reject	Mostly Reject	Fully Reject
going to school with your children?							
living next door to you?							
teaching your child at school?							
eating in the same restaurant as you?							
rooming in your house?							
being bused to school with your children?							
staying in the same hotel as you?							
being close friends of yours?							
working next to you?							
going to your church?							
sending their children to the same school?							

III. Effects of the "Magic Circle" Program on the children

Research Design:

Children at the school had "Magic Circle" meetings (described elsewhere) for the purpose of helping the children with their expressive behavior, their social skills, and their intersexual and interracial relating. In order to investigate the extent to which change took place, videotape recordings were made of the initial minute of randomly selected Magic Circle meetings. This was done two times -- at the start of the research period, and during a period of time approximately three months later. After editing of the videotape was completed, random selection of the available segments was done, and the segments were then transferred to a new videotape in a randomly chosen order. The final tape had 6 early segments (called the "pre" segments) and 6 segments taken from "Magic Circle" sessions that occurred about three months later (the "post" segments). Between the "pre" and "post" times, the children participated in daily "Magic Circle" sessions. Due to the small number of children at the school, no control group was created.

A pool of 8 graduate student raters viewed the tape, and rated each of the segments on a 10 point rating scale (see Appendix C). Two separate rating sheets were created and presented to the raters in alternating order to help eliminate any error factor that could be attributed to the position of a particular scale on the rating sheet. None of the data was examined by the research director until all data was in.

RESULTS: A paired comparison method was used, in which an independent estimate of error variance was computed from all scales but the one under investigation. The results are as shown on Table 3.

Table 3

Effects of Magic Circle, Pre vs. Post

Trait	(one-tailed) t *	p
Frustration Tolerance	1.21	n.s.
Self Esteem	.87	n.s.
Talkativeness	1.38	<.11
Child Interest	1.21	n.s.
Co-operation	1.00	n.s.
Interracial Relating	1.38	<.11
Intersexual Relating	1.38	<.11
Spontaneity	2.28	<.05
Meaningful Speech	.93	n.s.
Patience	1.83	<.06

*A positive t value indicates a greater amount of the trait in question at the end of the three month period, than was present at the start.

While it is clear that the effects are more in the area of trends than in the traditional area of statistical significance, the fact that 5 of the 10 scales did show marked trends, that no results were in the direction opposite to that expected, and that these results were gotten with a relatively non-powerful statistical method with a small number of raters is sufficient evidence to state that definite changes occurred in the children who participated in the Magic Circle program. The changes, specifically, involved a movement toward more spontaneity, patience, and talkativeness, and an increase in interracial and intersexual relating.

APPENDIX C

PLEASE RATE THE CHILD HERE, IN THE SEGMENT YOU HAVE JUST SEEN, ON THE FOLLOWING SCALES:

FRUSTRATION TOLERANCE	HI	/ / / / / / / /	LO
SELF ESTEEM	HI	/ / / / / / / /	LO
TALKATIVENESS	HI	/ / / / / / / /	LO
CHILD INTEREST	HI	/ / / / / / / /	LO
CO-OPERATION	HI	/ / / / / / / /	LO
INTERRACIAL RELATING	HI	/ / / / / / / /	LO
INTERSEXUAL RELATING	HI	/ / / / / / / /	LO
SPONTANEITY	HI	/ / / / / / / /	LO
MEANINGFUL SPEECH	HI	/ / / / / / / /	LO
PATIENCE	HI	/ / / / / / / /	LO

THIS SHEET IS FOR RATING SEGMENT NUMBER _____

VI. B. QUALITATIVE MEASURES

Many people after viewing the film voiced concerns that desegregation did not begin at an early enough age in public schools and many people made thoughtful remarks about the obvious success of the integrated program they were viewing. No one who viewed the film voiced displeasure at the racial mixing. Most people who viewed the film said they would be in favor of desegregation if it were done in such a setting. Many visitors to the Center expressed identical views after viewing in person. We feel that we were able to see changes in attitudes of the visitors before and after they observed the school - reserved, doubtful expressions during pre-observation orienting and excited enthusiastic expressions at the post observation period.

Parent group meetings were most effective in bringing together racial groups in planning and outlining programs to be carried out at the Center. "Magic Circle" was the influence which enabled parents to communicate and understand each other. Parents commented that "Magic Circle" provided them their only opportunity to share ideas, feelings and thoughts in an integrated group setting. After some "Magic Circle" sessions had taken place, parents expressed that they felt more comfortable visiting the school and talking to the teachers. It was obvious by the amount of sharing in the circles at the end of the program that parents had gained self confidence and positive attitudes. At the last "Magic Circle" session, parents decided unanimously to select one person from that group to take the training in order to continue the activity.

As a result of the Cultural Weeks, students belonging to the ethnic group being studied gained tremendous status in the eyes of the other children who were involved in the experience of sharing someone else's culture. For example, during Africa Week, Black students listened in awe to the Nigarian guest as he described his country as being as modern as Dallas, as he spoke and shared his language with them. During Mexico Week students found such beauty in the Mexican culture that children from other groups wanted to be Mexican too. All children gained positive feelings not only about who they were but about other cultural groups as well.

After the children at the Center had been involved in "Magic Circle" for awhile, it was not uncommon for a teacher to report that a child had said in the classroom "I am feeling very angry". Children have been able to express their feelings using the appropriate vocabulary to communicate what they wanted to say. It is a common thing to see children leave the "Magic Circle" thanking the leader for the time and experience she shared with them. This certainly indicates growth in the children as a result of the "Magic Circle". Through discussions of differences and similarities children frequently voiced acknowledgement of their cultural background. The staff has been so pleased with the benefits of the cultural weeks and "Magic Circle" that these activities have been incorporated into the permanent CLC program. An example of the progress being made by the "Magic Circle" is a very shy non-verbal though bright student named Elizabeth Emmet. This is a description of Elizabeth as she first began participating in "Magic Circle". Elizabeth is now a very verbal girl whose logic and reasoning power astounds everyone.

Members of the CLC staff in the "Magic Circle" have discovered many similarities they share. They have spoken of the sensitivity and awareness about children and parents with whom they work through the "Magic Circle". Communication among staff members has increased as well as understanding. Staff members plan to continue their sessions.

Teachers from the public schools who visited the Center wanted to know more about what techniques were used at the Center. They also wanted someone from the Center to observe their classrooms to make comments and suggestions. Students from Skyline's Child Development cluster who visited the Center were impressed with the materials CLC staff had made for the classrooms and made comments that it was not the amount of money available that made the difference in quality education, but it was ingenuity, creativity, and sensitivity to children that caused success. They also wanted someone from the Center to consult with them on how the activities were set up and implemented at the Creative Learning Center.

The individual who is responsible for retaining all project financial records for the three - five year period specificied in Section 5.d. of General Terms and Conditions is:

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CREATIVE LEARNING CENTER

AMERICAN INDIAN WEEK
August 21-25, 1972

Report: Sept. 1, 1972

One of the most beautiful of all the USAP cultural events at the school occurred during American Indian Week. At first it was difficult to locate resource people to help plan a program as authentic as we wanted. In previous programs many of our resource people came directly from the staff at the Creative Learning Center. Unfortunately we have no Indian teachers at the school. There are five Indian children at Creative Learning Center, representing the Choctaw, Navajo and Cherokee tribes. The most natural place for us to seek help was the American Indian Center. Mrs. Juanita Ahtone, a member of the USAP board, and Director of the American Indian Center, was our main contact.

About a week before the actual program was under way, the art teacher began setting the mood for Indian Week. Children began making the Kachina doll. They were made of clay, set aside to harden, then painted decorative colors. The older children (5½ -8 yrs.) begin weaving belts of beads on a small hand loom. Fabric was donated to the school by the Westcliff Finer Fabrics shop. The older children used this material to make long dresses and the boys made vests. The children made their own designs on the dresses and vests. Films about various Indian tribes were presented during the preliminary weeks.

Bobbie Billie, a member of the Choctaw tribe (a 7 year old student at CLC) found utter fascination in making a war bonnet for the festival. He is a very intelligent boy who is interested in the Indian culture. The other children produced many paintings and other pieces of art work. Sand painting was a very successful project.

All of the children at the Center were involved in art projects. During American Indian Week children were told legends, tradition was explained, and stories were read. The staff was a part of this learning experience, too, for few of us knew much about the Indian culture. For this reason (and to avoid continuing misconceptions about the Indian), we felt it was necessary to have American Indians on hand to give presentations to

the children and staff.

Mrs. Myra Phillips, a member of the Cherokee tribe, came as a representative from the American Indian Center. She brought artifacts from her home to share with the children and staff. Some of the pieces were valuables that had been in her home for many years. She told stories that explained the history behind the art. She had a beautiful Indian princess headdress that was worth $150.00. We were able to keep these artifacts on display for the duration of the week.

Reverend Lindy Waters, Pastor of the Indian United Methodist Church of Dallas spent an afternoon with the children. He wore his bonnet and moccasins and explained what each was used for and when it should be worn. Rev. Waters explained some of the misconceptions people have about Indians that are gotten expecially from television. The children asked questions that were answered honestly. Rev. Waters taught the children some basic conversational words in Cherokee. Needless to say, Rev. Waters contributed a lot to the success of the program at the Center.

Every child at the Center made some article to wear to the festival that took place the last day of Indian Week. The children made the following articles; teepees, paper head bonnets, sand paintings, anklets, necklaces, drums, dresses, vests, and Kachina dolls. The secretary at the Center, Toppie Simmons, was kind enough to make long skirts for the six girls in the Primary II class. All of the children in the Primary I class made shields. The shield is a representative drawing that is placed on a round surface to reflect the wholeness of the individual carrying the shield. (This is an outsider's translation of what the Indians meant by the shield). The youngest children were involved in making a drawing on a round piece of paper that told about himself or that was representative of himself. These were placed on round cardboard and carried around by the children wherever they went on the day of the festival. Each child was proud to display his artwork.

We had planned to have Indian dancers for the festival, but plans changed and the Indian Center was not able to get dancers for us. The festival was success, however, and our own Indian children preformed

some of the dances beautifully. We had several of the parents present, for they were anxious to see their children in the costumes. The children displayed a feeling of confidence as they modeled the things that they had made themselves.

Two of our American Indian mothers, Mrs. Elsie Morgan and Mrs. Beatrice Swimmer, spent a full day at the Center to prepare lunch for the children and staff. (A copy of the menu is included in the end of this report.) Mrs. Swimmer is a working mother, but she was able to take a day from her schedule by limiting herself to thirty minutes of her one hour lunch break until she was able to accumulate enough hours to make up for a full day's work. This type of interest and cooperation from the parents has been an asset to the ESAP program. The parents brought possessions from their home to be used at the school for a display of authentic artifacts from the Indian culture. One of our Indian mothers was very shy about coming to the school and having her cooking scrutinized by the people here but with a little talking to about how much all of us here could learn from her, she was quickly persuaded to come and "show us" her talents. The praise and thanks that our children and staff extended to these mothers was sufficient to help them overcome their fears of anxiety and hesitation; for without them our program could not come close to being the success that it was. The parents felt that they did have a great deal to show us and that they were the ones who were able to teach us how to prepare and enjoy foods that they had enjoyed for such a long time. The other parents were pleased to see the accomplishments of their children.

At the end of each cultural event, we try to send copies of the menue and recipes to our parents who express an interest in preparing meals. One of our Indian mothers prepared a dish that was sacred to the Indians; consequently, after the recipe was given to me, I was asked to destroy the recipe. I did not send it to any parents but I still have a copy of it for this report. I do plan to honor her request by keeping the recipe for this report only.

The video equipment was most valuable to the program at this time, for we were able to put many of the actual activities on tape to be viewed and shared by other parents later.

A study of the beautiful, fascinating culture of the American Indian has not ended with the festival. The children will continue to be exposed to this culture in various ways. The art projects will continue, the reading of legends and stories will go on. Whenever there is anything happening in the city that deals with the American Indian culture, our children will certainly be given the opportunity to see it. It is difficult to express in words what the children learned in this experience. This can be demonstrated best by viewing the tape and seeing the expressions on the children faces as they participated in this experience.